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ABSTRACT

The final of three volumes on Project PRISM, a program to help middle school teachers meet the needs of gifted and talented children in their classes without removing them from the mainstream, lists resources on the education of gifted and talented children. Materials are organized according to four basic types: books, periodicals, curriculum aids and games, and microfiche. Each type is subdivided by topics and alphabetically arranged within the topic according to author (for books and microfiche) or title (for periodicals and games/curriculum aids). Listings briefly describe the material and include date and grade level information. Topics covered include general information, identification/testing, program development and evaluation, creativity and problem solving, guidance and career education, parents, teacher training, early childhood and gifted, community involvement, and curriculum (including art, math, science, and language arts). Publisher information is also included. (CI)

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PRISM'S

ANNOTATED

RESOURCE

LIST

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*Maryellen
Cunnion*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

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Dear Educators:

In order to assist you in understanding and working with your gifted/talented students, Project PRISM has gathered the following resources. Here is a vast amount of information concerning gifted/talented education available for the asking--much more than would be found in any other single library, bookstore, or publishing house. We hope you will take full advantage of it and find it useful.

At least one copy of each item in the list is available at the PRISM office. In addition, the individually starred books and games have been given to one school library in each of the four PRISM districts and are available directly from them. The recipient schools are:

Easton Junior High School
John J. Ahern Intermediate School, Foxboro
Qualters Middle School, Mansfield
Norton Middle School

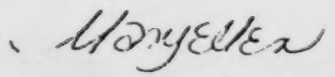
A few words are needed about the organization of the annotated list. The materials are of four basic types: books, periodicals, curriculum aids and games, and microfiche. Each type is subdivided by topics and alphabetically arranged within the topic according to author (for books and microfiche) or title (for periodicals and games/curriculum aids). Refer to the Table of Contents for an outline of topics. To avoid overlooking any appropriate curriculum ideas, please check both the Books and Curriculum Aids and Games sections since they include overlapping subject areas.

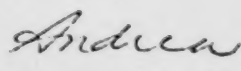
In using the list, you may notice materials that deal with more than one area of information; they are listed under each appropriate topic. Therefore, it is possible to run across the same title and description two or three times.

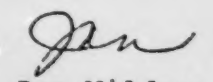
Finally, the games and curriculum aids have been selected on the basis of their ability to emphasize Bloom's higher cognitive levels of analysis, synthesis, and evaluation. In most cases, there has been no grade level(s) assigned to the games and curriculum aids. We would like to encourage the preview of materials by teachers in order to determine the appropriateness of particular resources rather than restrict the use of materials by suggesting that they "belong" only in a certain grade.

We hope that this annotated list and these materials become valuable tools in providing for the needs of your gifted/talented students.

Sincerely, _____


Maryellen Cunnion


Andrea Graff


Jan Wildman

PRISM'S ANNOTATED RESOURCE LIST

I. Books

A. General Information On the Gifted/Talented

Barbe, Walter, & J. S. Renzulli

- *Psychology and Education of the Gifted - A representative sample of recent research and commentary on various aspects of giftedness. Includes philosophical and theoretical issues, significant research findings, practical suggestions for identifying and providing programs for gifted and talented. (1975)

Boston, Bruce O.

A Resource Manual of Information on Educating The Gifted and Talented - Included in this resource list are some directories of federal, regional, and state agencies, parent and private sector resources. Also includes listings of films, bibliographical resources, and guides. (1975)

Bridges, Sidney

IQ-150 - A book written by a British author aimed at answering the question, "What should we do?" - with a gifted child. Looks at the problems and needs of a gifted child from the viewpoint of the child, parent, and teacher. (1973)

ERIC Report #62744

Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted - The report discusses definitions of discovery and inquiry and examines the rationale for using such techniques with the gifted. Provides examples of classroom adaptation, tools and materials, teacher functions, and curriculum adaptations. (1972)

Gallagher, James J.

- *Teaching the Gifted Child - 2nd Edition - A general text covering a wide range of topics concerning the gifted. Divided into five sections entitled: The Gifted Child and His School, Content Modifications for the Gifted, Stimulation of Productive Thinking, Administration and Training for the Gifted, and Special Problem Areas (underachieving and culturally different). (1975)

Gowan, John C. and E. Paul Torrance

- *Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum, Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health. (1971)

Johnson, Barbara

A New Generation of Leadership Education for the Gifted and Talented - This handbook is a compilation of presentations and papers on leadership. Discusses issues of identification, school and community roles, training programs, and a survey of the literature.

Keating, Daniel P.

*Intellectual Talent: Research and Development - A collection of papers dealing with research related to intellectual talent. Section headings include: Identification and Measurement of Intellectual Talent, Programs for Facilitation of Intellectual Talent, the Psychology of Intellectual Talent, and Critique and Discussion. (1976)

Lawless, Ruth F.

A Guide for Educating a Gifted Child in Your Classroom - A short booklet to encourage teachers who have gifted children in their classrooms. Gives brief, simple, practical descriptions of common problems and solutions. (1976)

Meeker, Mary

*A Beginner's Reader About Guilford's Structure of the Intellect - A basic explanation of Guilford's Model of the Structure of the Intellect, examining each slab of the SOI model. Serves as an introduction to the SOI Abilities Workbooks. (1974)

Meeker, Mary

The Structure of Intellect: Its Interpretation and Uses - A text that explains Guilford's Structure of Intellect for purposes of educational planning. SOI cells are defined, traditional tests for these cells are listed for each ability, and limited tasks are suggested. Provides the basis for using SOI Questioning Techniques and the SOI Abilities Workbooks series.

Meeker, Mary

*SERIES: SOI (Structure of the Intellect) Abilities Workbooks (1976) Each workbook is a collection of lesson plans designed to develop specific mental abilities. Follows Guilford's Model of the Structure of the Intellect. Mental abilities include the following (nine workbooks and two handbooks in all):

Basic Cognition: Comprehension Skills

Advanced Cognition: Comprehension Skills

Memory

Advanced Memory: Handbook I

Advanced Memory: Handbook II

Basic Evaluation: Judgment, Planning & Decision making

Advanced Evaluation: Judgment, Planning & Decision making

Basic Convergent Production: Problem-Solving Skills

Advanced & Gifted Convergent Production: Problem-Solving Skills

Basic Divergent Production

Advanced Divergent Production

Meeker, Mary

SOI Questioning Techniques - A short pamphlet outlining teacher techniques for forming questions according to Guilford's Structure of the Intellect Model. Needs to be used in conjunction with The Structure of Intellect: Its Interpretation and Uses.

Merrimack Education Center

Information Topic Package: The Gifted - This collection contains a variety of types of information on the gifted including: ERIC Abstracts, articles on reading for gifted, programming (internships, seminars, etc.), identification, and testing, among others.

Philadelphia Suburban School Study Council

Improving Programs for the Gifted - This handbook for teachers, administrators, and laymen, looks at the rationale for providing for the gifted. Also examined are persisting problems and possible solutions and nurturing creativity. (1965)

Sorenson, Bobbi, and Addison, Linda

"Model" Units for the Gifted: A Compilation of Units for Gifted Students Based on Four Theoretical Models - This book is a compilation of selected units from The Association for the Gifted (TAG) Classroom Teachers' Committee members and teachers. Units based on the theoretical models - Bloom's Taxonomy, Guilford's Structure of the Intellect, Taylor's Multiple Talents Model, and Williams' Model for Implementing Cognitive-Affective Behaviors.

Stanley, Julian et al.

*The Gifted and the Creative: A Fifty Year Perspective 1925-1975 The collection of readings is divided into four major sections: the first deals with "The Gifted Child Movement," the second looks at "Two Longitudinal Studies at the Johns Hopkins University," the third explains "Three Major Approaches to Creativity," and the fourth includes a general discussion among thirty-one professionals in various areas related to giftedness. (1977)

Star Power Series

Module 3: Applications of Theories of Intelligence to the Gifted/Talented - This takes a look at intelligence as presented by Jean Piaget and by Bloom and others in the taxonomies of the cognitive/affective domains. Anita J. Harrow's taxonomy of the psychomotor domain is included. Classroom observations of behaviors is encouraged to determine the stage of development individuals have attained which may indicate giftedness. The different cognitive levels of classroom questions and activities are illustrated, as are the different affective levels of classroom discussion of a short story. Sample applications of each taxonomy to a literature and a science lesson are provided as guides to developing the module user's own. The filmstrip/cassette "Mental Blocks" explaining J. P. Guilford's structure of the Intellect accompanies Module 3.

Star Power Series

Module 2: Needs of the Gifted/Talented - This begins with "What's So Different about the G/T?" and emphasizes the specific needs of this group because of their special characteristics, the problems they encounter because of those characteristics, possible solutions to the problems, and the consequences of failure to meet the needs. One of the needs is the "right" teacher, and Part Two includes teacher characteristics and behaviors which adversely affect the development of giftedness, along with self-rating scales to determine if the module user is one of the "right" kind of teacher.

Taylor, Roger

The Gifted and the Talented - A collection of resource materials dealing with program development, identification, cognitive and affective thinking levels, and divergent creative thinking. Contains sample checklists and rating scales.

Torrance, E. Paul

*Gifted Children in the Classroom - This short book highlights some of the information about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the pre-school years. Also offers practical suggestions about developing creative readers. (1965)

Treffinger, Donald J. and Curl, Clifford

*Self-Directed Study Guide on the Education of the Gifted and Talented - This handbook on gifted and talented education addresses three areas: general introductory material, the gifted and talented (characteristics, identification, etc.), and creativity and education (definitions, measurement, etc.). Includes pre-instruction quizzes and a final self-quiz for the independent student. (1976)

B. Identification/Testing

Baldwin, Alexinia & Wooster, Judith

Baldwin Identification Matrix Inservice Kit for the Identification of G/T Students - This kit offers a systematic, versatile approach to identifying gifted and talented students in any student population. Working through the kit, participants can gain insight into the rationale underlying multi-dimensional identification. Includes background information, leader's guide, and materials for simulation. (1977)

Barbe, Walter and J. S. Renzulli

*Psychology and Education of the Gifted - A representative sample of recent research and commentary on various aspects of giftedness. Includes philosophical and theoretical issues, significant research findings, practical suggestions for identifying and providing programs for gifted and talented. (1975)

Birch, Jack W. and McWilliams, Earl M.

Challenging Gifted Children - A booklet designed to help the regular classroom teacher provide the best possible education for gifted students. Deals with identification of students; suggests approaches for teachers on the primary, intermediate, and high school levels; provides sample activities for gifted students. (1955)

Bondi, Angelo and Parnes, Sidney

Assessing Creative Growth: Measured Changes - Book II - A collection of reports, studies, and articles dealing with the use of creativity testing instruments in studies assessing growth in creative development as well as factors influencing creativity. (1976)

Bondi, Angelo and Parnes, Sidney

Assessing Creative Growth: The Tests - Book I - A collection of reports and studies from the Journal of Creative Behavior 1967-75. Contains eleven selections dealing with the identification of creative talent. Assessment measures include tests of ability and personality as well as biographical instruments. (1976)

Cushenberry, Donald and Howell, Helen

*Reading and the Gifted Child: A Guide for Teachers - A text designed to help teachers of all grade levels in the teaching of reading to gifted children. Covers identification materials and practices, strategies for classroom use, and evaluative instruments. (1974)

ERIC Report #94499

Providing for the Gifted - A Cooperative Venture - The report contains presentations delivered at the Rhode Island State Department of Education's conference dealing with the identification of gifted students, the importance of pupil personnel services in programs for gifted, and the need for an interdisciplinary approach in programs for gifted. (1971)

ERIC Report #100102

Teaching Gifted Children Art in Grades 1-3 - The handbook for teaching gifted children art in grades 1-3 discusses identification of gifted children, program aims, organization, emphasis and content. Presented in chart form are suggested teaching methods for children from preschool - 4th grade. (1974)

ERIC Report #88254

Teaching Gifted Children Art in Grades 4-6 - The guide for teachers of gifted children in grades 4-6 gives concepts and suggestions for development of an art program. Discussed are approaches to teaching design and artistic skills, program problems, identification of artistic ability, and utilization of higher intellectual skills in the creative process. (1973)

Fortna, Richard O. and Boston, Bruce O.

*Testing the Gifted Child: An Interpretation in Lay Language
A short report explaining basic information about several instruments commonly used as identification and screening measures in gifted and talented programming. Discussed are: the Wechsler Intelligence Scale for Children - Revised, the Stanford Achievement Test: Intermediate Level II Battery, California Short-Form Test of Mental Maturity, Tennessee Self Concept Scale: Counseling Form, Torrance Test of Creative Thinking, and Scales for Rating Behavioral Characteristics of Superior Students. (1976)

Gowan, John C. and Bruch, Catherine B.

The Academically Talented Student and Guidance - The Monograph is directed toward providing guidance personnel with conceptions and approaches useful in working with gifted individuals. Addresses topics such as: characteristics, identification, guidance problems, creativity and mental health, and disadvantaged gifted. (1971)

Gowan, John C. and Torrance, E. Paul

*Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health. (1971)

Johnson, Barbara

A New Generation of Leadership: Education for the Gifted and Talented - This handbook is a compilation of presentations and papers on leadership. Discusses issues of identification, school and community roles, training programs, and a survey of the literature.

Kaufmann, Felice

*Your Gifted Child and You - A booklet to help parents and teachers better identify and interpret outstanding potential in their children. Also suggests ways to help adults help their child develop to potential. Strategies for working with the schools are suggested.

Khatena, Joe

The Creatively Gifted Child: Suggestions for Parents and Teachers - This book for parents and teachers is designed to help those adults to recognize and identify creatively gifted children through testing and then to develop their intellectual potential. Discusses changing concepts of intelligence, measurement of creative thinking abilities, activities to stimulate creative thinking, etc. (1978)

Martinson, Ruth A.

*The Identification of the Gifted and Talented - An instructional syllabus presents a rationale for the identification of gifted students, suggests appropriate identification procedures, and gives examples of materials used by various school districts. Special attention given to identification of economically disadvantaged and culturally different gifted. (1974)

Martinson, Ruth A. and Seagoe, May V.

The Abilities of Young Children - A research monograph describing the assessment of children's products from a wide variety of topics in art, music, writing, social studies, and science. Ratings by experts of the quality in children's products are compared for two groups who differ in measured intelligence. Discusses the relationship between high intelligence and creativity. (1967)

Renzulli, Joseph S. et al.

Scales for Rating the Behavioral Characteristics of Superior Students - This short pamphlet provides an objective and systematic instrument that can be used in guiding teacher judgment during the identification process of gifted/talented. Information gathered by the scale should be supplementary to other instruments such as intelligence, achievement, and creativity measures. (1976)

Stanley, Julian et al.

Mathematical Talent: Discovery, Description and Development This is a collection of papers explaining the Johns Hopkins University Study of Mathematically and Scientifically Precocious Youth (SMSPY). Included are a background of the study, methods of identification, the nature of the abilities and interests, and the kinds of educational facilitation developed for the 12-14 year olds. (1974)

Star Power Series

Module 1: Characteristics of the Gifted/Talented - This contains two parts - "Who Are the G/T?" and "How Do We Discover the G/T?" The use of standardized test scores is discouraged with reasons, and checklists, rating scales, interviews, inventories, opinionnaires, and work samples are substituted, with parents, chronological age peers, and the students themselves involved, as well as teachers, counselors, and/or librarians.

Torrance, E. Paul

*Gifted Children in the Classroom - This short book highlights some of the information about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the pre-school years. Also offers practical suggestions about developing creative readers. (1965)

Torrance, E. Paul

Torrance Test (Specimen Set) - A packet of sample copies of the Torrance's Thinking Creatively with Pictures and Thinking Creatively with Words. Directions manual for administering and scoring the verbal and figural sections. Also includes a norms-technical manual which focuses on explanations of reliability, validity, norms, etc. (1974)

Treffinger, Donald J. and Curl, Clifford

*Self-Directed Study Guide on the Education of the Gifted and Talented - This handbook on gifted and talented education addresses three areas: general introductory material, the gifted and talented (characteristics, identification, etc.), and creativity and education (definitions, measurement, etc.) Includes pre-instruction quizzes and final self-quiz for the independent student. (1976)

Welsh, George S.

Gifted Adolescents: A Handbook of Test Results - This is a descriptive summary of an extensive testing battery carried out in the Governor's School of North Carolina. These data may be of value for practical work or for theoretical studies. (1969)

Witty, Paul A.

*Reading for the Gifted and the Creative Student - This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative students. Suggestions for providing appropriate instruction, guidance, and experience are also offered. Detailed description of some outstanding programs is given of various ways certain schools are attempting to provide opportunities in reading for the gifted. (1971)

C. Program Development and Evaluation

Barbe, Walter and Renzulli, J. S.

*Psychology and Education of the Gifted - A representative sample of recent research and commentary on various aspects of giftedness. Includes philosophical and theoretical issues, significant research findings, practical suggestions for identifying and providing programs for gifted and talented. (1975)

Birch, Jack W. and McWilliams, Earl M.

Challenging Gifted Children - A booklet designed to help the regular classroom teacher provide the best possible education for gifted students. Deals with identification of students; suggests approaches for teachers on the primary, intermediate, and high school levels; provides sample activities for gifted students. (1955)

ERIC Report #112550

Cost Effectiveness for Gifted and Talented Educational Programs Presented is a systematic approach for analyzing cost effectiveness of gifted and talented educational programs in terms of categorizing funds, prorating expenditures, designing a data collection form, determining cost effectiveness, and considering multiple variable implications. (1975)

ERIC Report #94503

Designing and Implementing a Supervision System for a Mentally Gifted Program - This document describes a one-year practicum program for 42 gifted elementary school students. Discussed are goals, objectives, implementation, activities, budget-making, and evaluation procedures. (1973)

ERIC Report #63716

Project Gifted - A Cooperative Effort in Gifted Education - A report on an educational program for gifted intermediate grade children in a tri-city area of Rhode Island. Goals of the project are: identification of gifted children, development of differential experiences to improve the learning programs for gifted, and development of innovative programs to act as models. Focuses on training in creative and evaluative thinking. (1971)

ERIC Report #63717

Project Gifted - Cranston, Rhode Island - Covered in the short discussion of Project Gifted for intermediate grades are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and identification procedures. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. Uses Bloom's Taxonomy of Educational Objectives as a frame of reference. (1971)

ERIC Report #94499

Providing for the Gifted - A Cooperative Venture - The report contains presentations delivered at the Rhode Island State Department of Education's conference dealing with the identification of gifted students, the importance of pupil personnel services in programs for gifted, and the need for an interdisciplinary approach in programs for gifted. (1971)

ERIC Report #85937

Talented Students Individual Learning Experiences - A report on a gifted program (100 secondary students) in Sioux Falls, South Dakota, which utilizes student-initiated educational projects. Includes statistical information on the general project, budget, pupil population, program staff, summary of evaluation design and project management. (1972)

Gallagher, James J.

*Teaching the Gifted Child - 2nd Edition - A general text covering a wide range of topics concerning the gifted. Divided into 5 sections entitled: The Gifted Child and His School, Content Modifications for the Gifted, Stimulation of Productive Thinking, Administration and Training for the Gifted, and Special Problem Areas (underachieving and culturally different). (1975)

Gowan, John C. and Torrance, E. Paul

*Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health. (1971)

Kaplan, Sandra N.

*Providing Programs for the Gifted and Talented: A Handbook A handbook to present background information for the development of programs for the gifted and talented, worksheets on which to apply information, and models which illustrate successful program ideas. (1974)

Johnson, Barbara

A New Generation of Leadership Education for the Gifted and Talented - This handbook is a compilation of presentations and papers on leadership. Discusses issues of identification, school and community roles, training programs, and a survey of the literature.

Lawless, Ruth F.

Programs for Gifted/Talented/Creative Children (For Little or No Money) - Recommendations for establishing a program for G/T with little or no money. Deals with general considerations when planning, describes some programs that have been successful (K-12), and explains curriculum based on the individual child. (1977)

Maker, June C.

Providing Programs for the Gifted and Handicapped - This book focuses on the unique needs of those who combine giftedness and/or talent with particular disabilities. Part I discusses "Principles, Issues, and Problems" and Part II contains specific program descriptions. Resources and references are supplied. (1977)

Martinson, Ruth A.

A Guide Toward Better Teaching for the Gifted - This handbook is written for teachers interested in improving their effectiveness with their gifted pupils while minimizing the burden. Discusses the need for teacher training in G/T and curriculum planning (elementary and secondary level). (1976)

Massachusetts Department of Education

A Guide to Cultural Institutions in Massachusetts: A Resource for Educators - Included in this guide are institutions which welcome a reasonable size group of students at an acceptable fee. Emphasizes Boston area. Organized according to geographic regions: Greater Boston, Northeast/Central, Southeast, Western.

Oliver, Albert I.

*Maximizing Mini-Courses: A Practical Guide to A Curriculum Alternative - A comprehensive book on mini-courses: what they are, what purposes they can serve, how they are developed at various levels, and how they can be evaluated. (1978)

Philadelphia Suburban School Study Council

Improving Programs for the Gifted - This handbook for teachers, administrators, and laymen, looks at the rationale for providing for the gifted. Also examined are persisting problems and possible solutions and nurturing creativity. (1965)

Renzulli, Joseph S.

A Guidebook for Evaluating Programs for the Gifted and Talented This guide for both would-be and professional evaluators is organized to discuss pertinent topics concerning gifted/talented: a rationale for evaluation, models and concepts, and designing an evaluation for a gifted program. Also discusses selecting an evaluator and negotiating an evaluation contract. Includes bibliographies on evaluation, instrument source books, instrument construction, and measurement, statistics and research design. (1975)

Renzulli, Joseph S.

*The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented - The model includes a rationale for providing special programs for gifted/talented as well as practical guidelines for establishing a program. Especially addresses the issue of "is what's good for the gifted good for everybody?" (1977)

Roedel, Wendy C. and Robinson, Halbert

Programming for Intellectually Advanced Preschool Children: A Program Development Guide - The guidebook contains curriculum ideas and procedures developed in the context of a program focusing on the development of children with advanced intellectual abilities. Program offers a variety of learning experiences in a balanced mix of teacher-and child-structured situations: Guide discusses overall planning, teaching of math/science/language arts/social studies/art. Also includes sample questionnaires.

Sorenson, Bobbi, and Addison, Linda

"Model" Units for the Gifted: A Compilation of Units for Gifted Students Based on Four Theoretical Models - This book is a compilation of selected units from The Association for the Gifted (TAG) Classroom Teachers' Committee members and teachers. Units

based on the theoretical models - Bloom's Taxonomy, Guilford's Structure of the Intellect, Taylor's Multiple Talents Model, and Williams' Model for Implementing Cognitive-Affective Behaviors.

Star Power Series

Module 9: Programs for the Gifted/Talented - This is a step-by-step approach to school-wide or district-wide programming for the gifted/talented K-12. It begins with planning - which includes developing a meaningful philosophy for educating the gifted/talented; involving not only school personnel, but also representatives from the community and students; and analyzing the resources of the school/district. Successful programs operating in various parts of the country are described, as are different kinds of organizational arrangements, such as cluster grouping, special interest groups, teaming, resource center scheduling, etc. The problems of small rural schools are discussed with appropriate suggestions. Even the issue of funding is addressed.

Syphers, Dorothy F.

*Gifted and Talented Children: Practical Programming for Teachers and Principals - This book is designed to give a brief overview of some current thought on education of the gifted, emphasizing those aspects which are of practical help to a principal. Examples of content, methods, and various administrative procedures are given to show how theory has translated into practice. (1972)

Wurman, Richard Saul

Yellow Pages of Learning Resources - This book is an invitation to discover the city as a learning resource. Provides a selection of typical firsthand learning resources that can be found in almost any city and outlines the ways to make these resources accessible. (1972)

D. Creativity and Problem Solving

Bingham, Alma

*Improving Children's Facility in Problem-Solving - A monograph dealing with the teacher's role in developing students' competence in problem solving of real-life situations. Offers suggestions on recognizing teachable moments, teaching techniques and materials. (1958)

Bondi, Angelo M.

The Creative Process - A brief explanation of the creative problem-solving process. Covers steps in the process, mental and emotional blocks, ways to nurture creativity, brainstorming, incubating for ideas, and creative evaluation. Also contains suggestions for reducing resistance to innovation. (1972)

Bondi, Angelo & Parnes, Sidney

Assessing Creative Growth: Measured Changes - Book II - A collection of reports, studies, and articles, dealing with use of creativity testing instruments in studies assessing growth in creative development, as well as factors influencing creativity. (1976)

Bondi, Angelo & Parnes, Sidney

Assessing Creative Growth: The Tests - Book I - A collection of reports and studies from the Journal of Creative Behavior 1967-75. Contains eleven selections dealing with the identification of creative talent. Assessment measures include tests of ability and personality as well as biographical instruments. (1976)

Burns, Marilyn

*The Book of Think (or How to Solve a Problem Twice Your Size) - A Brown Paper School Book dealing with the problem-solving process. Offers lots of brain-teasing exercises for practice (solutions are supplied where necessary). (1976)

Darrow, Helen Fisher

*Independent Activities for Creative Learning - A booklet developed as an aid to classroom teachers who desire to place a greater emphasis on creative self-expression. Suggestions are given for effective ways of organizing the classroom for independent activities and many suggestions are made of activities which promote creative thinking. (1972)

Deakin, Michael

Children on the Hill, The: One Family's Bold Experiment with A New Way of Learning and Growing - An explanation of an uneducated Welsh couple who created a home environment and system of child rearing based largely on the Montessori system in order to nurture learning and creativity in their four children. This study points out how the young children's gifts are blossoming in the atmosphere of exceptional freedom and their moral development is unlike that of most of their contemporaries. (1972)

De Grazia, Joseph

Math Is Fun - A collection of intriguing and brain-teasing problems and puzzles for the mathematically minded. Requires high reasoning ability. (1973)

Drews, Elizabeth Monroe

Learning Together: How to Foster Creativity, Self-Fulfillment, and Social Awareness in Today's Students and Teachers - A text that seeks to establish a radical new alternative to conventional curriculum development. It suggests an interdependent exchange of ideas between student and teacher, each contributing to the curriculum yet at the same time, making sure that the basics of each discipline are fully covered. Proposes a community of learning designed to unleash each member's potential for creativity. (1972)

Emmet, E. R.

Brain Puzzler's Delight - These mind-stretching puzzles call for clear, logical thinking and reasoning. Solutions develop ingenuity, imagination and insight. Solutions included. (1977)

Emmet, E. R.

Puzzles for Pleasure - Over 100 puzzles to challenge the logical thinker. No specialized knowledge of math is needed. Solutions included. (1972)

ERIC Report #82410

Imagination Unlimited: A Guide for Creative Problem-Solving, Upper Elementary Summer School - The guide gives procedures for helping gifted upper elementary school students in Major Work classes utilize their imagination. Discusses the creative thinking process, obstacles that work against creativity, procedures to help students use imagination to solve problems, and sample problems. (1969)

Feldhusen, John F. and Treffinger, Donald J.

Teaching Creative Thinking and Problem-Solving - The purpose of this book is to help teachers teach children how to think creatively and solve problems. Authors combine creativity and problem-solving into a single complex concept following Guilford's model. Chapter headings include Special Needs of Disadvantaged Children, Methods of Teaching Creativity and Problem Solving, How to Get a Project Started in Your Classroom, and Reviews of Instructional Material and Books for Teaching Creativity and Problem-Solving. (1977)

Gallagher, James J.

*Teaching the Gifted Child - 2nd Edition - A general text covering a wide range of topics concerning the gifted. Divided into 5 sections entitled: The Gifted Child and His School, Content Modifications for the Gifted, Stimulation of Productive Thinking, Administration and Training for the Gifted, and Special Problem Areas (underachieving and culturally different). (1975)

Gallagher, James, et al.

Productive Thinking of Gifted Children in Classroom Interaction - A research monograph reporting the background and results of a study involving 176 high achieving, academically talented secondary students. The study examined the productive thought processes expressed by intellectually gifted children and relationships between these thought processes and other variables. (1967)

Getzels, Jacob and Csikszentmihalyi, Mihaly

The Creative Vision: A Longitudinal Study of Problem Finding In Art - The longitudinal study seeks to determine the steps by which creative works come into being. Includes an original theoretical model of problem finding as a cognitive process as a basis for explaining the relationship between the artist's problem finding behavior and the originality of the work produced. (1976)

Gowan, John C. and Torrance E. Paul

*Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum, Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health. (1971)

Harnadek, Anita

Critical Thinking Book I - An introductory book to develop the ability to think critically. Discusses definitions, techniques, logic, common errors in reasoning. Focuses on propaganda, advertising, arguments and value judgments. Also includes Teacher's Guide booklet. (1976)

Kaplan, Sandra N. and Madsen, Sheila

Think-Ins: An Approach to Relevant Curriculum, Stressing Creative Thinking and Problem Solving - A collection of thirty activity cards to motivate students to solve problems related to real situations. Concentrates on the process involved in collecting/classifying data, forming an opinion, and applying it to the problem to support a particular point of view. Topics include: propaganda, interplanetary exploration, weapons, energy, garbage, etc. (1974)

Khatena, Joe

The Creatively Gifted Child: Suggestions for Parents and Teachers - This book for parents and teachers is designed to help those adults to recognize and identify creatively gifted children through testing and then to develop their intellectual potential. Discusses changing concepts of intelligence, measurement of creative thinking abilities, activities to stimulate creative thinking, etc. (1978)

Martinson, Ruth A. and Seagoe, May V.

The Abilities of Young Children - A research monograph describing the assessment of children's products from a wide variety of topics in art, music, writing, social studies, and science ratings by experts of the quality in children's products are compared for two groups who differ in measured intelligence. Discusses the relationship between high intelligence and creativity. (1967)

Noller, Ruth B.

Scratching the Surface of Creative Problem Solving: A Bird's Eye View of CPS - A short explanation of what creative problem-solving is and what steps are involved in the process. (1977)

Parkyn, G. W.

The Mental Health of the Gifted Child - A short discussion of the factors influencing the mental health of a gifted child. Focused on are the adjustment difficulties of the gifted (at

home, in school), the problem of underachievement, and creativity. (1964)

Parnes, Sidney J.

Aha! Insights Into Creative Behavior - A "minibook" containing three articles dealing with creativity. The first explains Parnes' fundamental explanation of the "aha experience" and the notion of balance in the creative process. The second is an attempt to relate creative principles and procedures to the problem of death and bereavement. The third article is a case study of the application of creative problem-solving methods. (1975)

Parnes, Sidney J.

Creativity: Unlocking Human Potential - A "mini book" containing three articles explaining various creativity-development programs. Provides clarification of programs in creativity, their relationship to mental health, and the theories and research bases for the growth of programs. (1972)

Parnes, Sidney J., et al.

*Guide to Creative Action - This mini-encyclopedia explains the "deliberate development of creative behavior." It also outlines an instructional program for cultivating creative behavior, readings on cultivation of creative behavior, and lists of resources. (1977)

Parnes, Sidney J. and Noller, Ruth B.

Toward Supersanity: Channeled Freedom and its Research Supplement - These two mini-books set forth a comprehensive view of the two-year Creative Studies Project. Channeled Freedom offers an explanation of the program which consists of four sequential courses in Creative Studies. The Research Supplement contains documents dealing with the project. (1973-4)

Philadelphia Suburban School Study Council

Improving Programs for the Gifted - This handbook for teachers, administrators, and laymen, looks at the rationale for providing for the gifted. Also examined are persisting problems and possible solutions for nurturing creativity. (1965)

Rickards, Tudor

*Problem-Solving Through Creative Analysis - This book shows how to set up, organize and control one's ability to make imaginative and soundly-based decisions. The book is in two parts giving a detailed practical introduction to the mechanics of idea generation and problem-solving methods, supported by a wide selection of case studies. (1974)

Rothenberg, Albert and Hausman, Carl

The Creativity Question - This book of readings addresses the phenomenon of creativity from different angles. Some selections are descriptive and focus on identifying significant features and stages of the creative process. Some are explanatory and

attempt to determine the conditions responsible for creative activity. Others examine alternative approaches to creativity. (1976)

Schrank, Jeffrey

Deception Detection: An Educator's Guide to the Art of Insight
This book presents innovative ideas for the classroom on sharpening perceptions of everyday environment in order to gain insight into the ordinary. Concentrates on consumer survival skills, body language, mind management and media deception, creativity training and exploring nonlogical ways of thinking. (1975)

Stanley, Julian et al.

*The Gifted and the Creative: A Fifty Year Perspective 1925-1975
The collection of readings is divided into four major sections: the first deals with "The Gifted Child Movement," the second looks at "Two Longitudinal Studies at the Johns Hopkins University," the third explains "Three Major Approaches to Creativity," and the fourth includes a general discussion among thirty-one professionals in various areas related to giftedness. (1977)

Star Power Series

Module 4: Applications of Theories of Creativity to the Gifted/Talented - This takes a look at creativity. J. P. Guilford's Structure of Intellect model serves as a bridge between Modules 3 and 4, leading into Module 4 with the fourth operation, Divergent Production, and thus into Williams' model of creativity which evolved from Guilford's model. E. Paul Torrance's contributions to understanding and developing creativity are examined along with those of Alex F. Osborn and William J. J. Gordon. Ways to measure and encourage creativity are presented. In addition, guided brain-storming and problem-solving sessions are described.

Taylor, Irving and Getzels, J. W.

*Perspectives in Creativity - This is a survey of the thought and work on creativity. It provides historical background, various theoretical-empirical explanations, and applications of theories. Gives a broad view of the field through the eyes and work of the leaders in the field. (1975)

Torrance, E. Paul

Torrance Test (Specimen Set) - A packet of sample copies of the Torrance's Thinking Creatively with Pictures and Thinking Creatively with Words. Directions and manual for administering and scoring the verbal and figural sections. Also includes a norms-technical manual which focuses on explanations of reliability, validity, and norms, etc. (1974)

Torrance, Paul and Myers, R. E.

*Creative Learning and Teaching - This book is designed to help teachers become better teachers by (1) making them aware of their own creative potentialities; (2) making them aware of the kinship of the teaching-learning and creative processes; (3) making them

aware of the wealth of talent in every classroom; (4) making them aware of practical ways of going about the business of enhancing the creative functioning of their students. (1970)

Treffinger, Donald J. and Curl, Clifford

*Self-Directed Study Guide on the Education of the Gifted and Talented - This handbook on gifted and talented education addresses three areas: general introductory material, the gifted and talented (characteristics, identification, etc.), and creativity and education (definitions, measurement, etc.). Includes pre-instruction quizzes and final self-quiz for the independent student. (1976)

Williams, Frank E.

Classroom Ideas for Encouraging Thinking and Feeling - This resource book contains ideas for teachers who want to help children uncover their creative potential. The idea lessons call for processes of inquiry, discovery, and creative problem solving. Instead of presenting the child with facts, the lessons pose problems and creative situations for the pupil. (1970)

E. Guidance and Career Education

Burns, Marilyn

*I Am Not A Short Adult! Getting Good at Being a Kid - A Brown Paper School Book dealing with various aspects of childhood including family, school, money, legal rights, TV and movies, body language, and generally, how to make the most of childhood right now. (1977)

ERIC Report #94499

Providing for the Gifted - A Cooperative Venture - The report contains presentations delivered at the Rhode Island State Department of Education's conference dealing with the identification of gifted students, the importance of pupil personnel services in programs for gifted, and the need for an interdisciplinary approach in programs for gifted. (1971)

Gallagher, James J.

*Teaching the Gifted Child - 2nd Edition - A general text covering a wide range of topics concerning the gifted. Divided into 5 sections entitled: The Gifted Child and His School, Content Modifications for the Gifted, Stimulation of Productive Thinking, Administration and Training for the Gifted, and Special Problem Areas (underachieving and culturally different). (1975)

Gowan, John C. and Bruch, Catherine B.

The Academically Talented Student and Guidance - The monograph is directed toward providing guidance personnel with conceptions and approaches useful in working with gifted individuals. Addresses topics such as: characteristics, identification, guidance problems, creativity and mental health, and disadvantaged gifted. (1971)

Gowan, John C. and Torrance, E. Paul

- *Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum, Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health. (1971)

Gowan, John C., et al.

- *The Guidance of Exceptional Children - 2nd Ed. - A collection of readings dealing with guidance as it relates to a wide range of exceptionalities. Discussed are: gifted, underachievers, emotionally disturbed, mentally retarded, blind, deaf, and the miscellaneous physically handicapped. (1972)

Hansen, Mary Lewis, et al.

- 391 Ways to Explore Arts and Humanities Careers, Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities - This curriculum guide provides information to help give students a realistic understanding of different careers in the arts and humanities. (1976) Accompanying books:

Student Guidebooks

- | | |
|-----------------------------------|--|
| Exploring Dance Careers | Exploring Visual Arts & Crafts Careers |
| Exploring Music Careers | Careers |
| Exploring Theater & Media Careers | Exploring Writing Careers |
| | Exploring Careers in the Humanities |

Teacher Program Planning Guide

- Exploring Arts & Humanities Careers in the Community
Career Guidance in the Arts & Humanities

Hoyt, Kenneth B. & Hebel, Jean R.

- *Career Education for Gifted and Talented Students - A collection of comments made at the National Invitational Seminars on Career Education for Gifted and Talented. Covers topics such as: current status of career education and gifted/talented education, special career development problems for gifted/talented students, value considerations related to career education and gifted students, exemplary programs in career education for gifted, and administrative policy concerning career education for gifted. (1974)

Parkyn, G. W.

- The Mental Health of the Gifted Child - A short discussion of the factors influencing the mental health of a gifted child. Focused on are the adjustment difficulties of the gifted (at home, in school), the problem of underachievement, and creativity. (1964)

Raph, Jane Beasley, et al.

- *Bright Underachievers - This text provides a comprehensive review of research (1925-1965) dealing with underachievement as

well as an explanation of two studies from DeWitt Clinton High School (NYC) and Evanston Township High School (Illinois). Studies discuss students' self-perceptions, teachers' views, and the effects of remedial efforts. (1966)

Ross, Alan O.

The Exceptional Child in the Family - Written for the professionals who will deal with the parents of an exceptional child, this book offers general principles which apply to understanding and helping a family, no matter what the unusual condition of the child. (1964)

Star Power Series

Module 7: Gifted/Talented Among the Disabled (Handicapped)

An often overlooked group because the terms gifted and handicapped seem paradoxical, the contributions of well-known persons with disabilities are considered as the user is launched in search of the gifted handicapped. As with the gifted under-achievers, low self-concept is a major problem. Ways to develop self-concept along with ways to motivate through art, photography, drama, film making, and written communication according to the disabled student's area(s) of STRENGTH are described. Suggestions are also provided for motivating kinesthetic and auditory learners.

Star Power Series

Module 8: Gifted/Talented Students Among Other Educationally Disadvantaged Groups - Experience has shown that students from minority groups and economically deprived homes tend to have high creative potential. Activities include the use of creativity tests and rating scales to discover those with such giftedness, suggested readings for better understanding of the feelings and thoughts of the groups represented, and descriptions of ways to encourage students to share their cultural heritage and ways to guide students in exploring careers. Also considered in this module are females, whose giftedness is too often denied or overlooked.

Star Power Series

Module 10: Guidance and Counseling for the Gifted/Talented

Of all the groups of students who need guidance and counseling, the gifted and talented need it most and earliest and profit most from it. This module directs attention to four areas: Seeing Undeveloped Talent, Nurturing and Stimulating Undeveloped Talent, Encouraging Personal and Social Growth, and Making the Most of Talent with Life Planning.

Star Power Series

Module 6: Underachievers Among the Gifted/Talented

This skinny volume is bigger than it looks. It takes the user in search of gifted underachievers with an examination of what constitutes underachievement and some of the causes, typical characteristics and needs of underachievers, the effects of neglecting underachievement among the gifted, and ways to help

gifted underachievers with emphasis on group counseling plus suggested topics, the use of the S.O.I. Learning Abilities Test to determine strengths, training in listening to help underachievers tune back in to the classroom scene, help in improving self-concepts, use of community resources, science fiction, and films for instruction.

Torrance, E. Paul

*Gifted Children in the Classroom - This short book highlights some of the information about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the pre-school years. Also offers practical suggestions about developing creative readers. (1965)

Witty, Paul A.

*Reading for the Gifted and Creative Student - This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative students. Suggestions for providing appropriate instruction, guidance, and experience are also offered. Detailed description of some outstanding programs is given of various ways certain schools are attempting to provide opportunities in reading for the gifted. (1971)

F. Parents

Beck, Joan

How to Raise a Brighter Child: The Case for Early Learning A guide to the methods by which a child can be taught at his/her own style and speed in the early years. Translates recent research on the growth of children's intelligence during the first six years of life into a form useful to parents of young children. (1967)

Burns, Marilyn

*I Am Not A Short Adult! Getting Good at Being a Kid - A Brown Paper School Book dealing with various aspects of childhood including family, school, money, legal rights, TV and movies, body language, and generally, how to make the most of childhood right now. (1977)

Coffrey, Kay, et al.

*Parentspeak on Gifted and Talented Children - A book for parents of gifted/talented children by parents of gifted/talented children. Covers topics of special interest to parents: community opposition to gifted/talented education; organization strategies; helpful hints on dealing with a gifted youngster. (1976)

Deakin, Michael

Children on the Hill, The: One Family's Bold Experiment with a new way of learning and growing - An explanation of an uneducated Welsh couple who created a home environment and system of child rearing based largely on the Montessori system in order

to nurture learning and creativity in their four children. This study points out how the young children's gifts are blossoming in the atmosphere of exceptional freedom and their moral development is unlike that of most of their contemporaries. (1972)

Delp, Jeanne, and Martinson, Ruth

*A Handbook for Parents of Gifted and Talented (Also Helpful for Educators) - A handbook consisting of answers to questions often asked by the parent(s) of a gifted child. Deals with traits, identification, case studies, names and addresses of persons/agencies/programs to contact, and suggestions for organizing a parent association. (1977)

(Also available: Chapter V as separate excerpt: "Typical Questions and Brief Answers.")

ERIC Report #84726

A Handbook for Parents - The handbook for parents of children in the mentally gifted minor program of Oceanside, California, explains the district plan, selection of students, classroom activities, and the parent role. Also noted are program purposes, program organization, instructional materials, special interests of pupils, special activities parents can provide, organizations concerned with the gifted, and a bibliography. (1971)

ERIC Report #82428

Mentally Gifted Children and Youth: A Guide for Parents - The brochure is intended to help parents understand and aid their gifted children in home, school, and community. Gifted children are defined, needs are presented, and the role of parents in motivating their gifted child and helping the schools is discussed.

Ginsberg, Gina and Harrison, Charles H.

*How to Help Your Gifted Child: A Handbook for Parents and Teachers - A "how to" book for parents and teachers for building an effective parents' organization on behalf of gifted education. Also includes a description of the development of The Gifted Child Society's Saturday Workshops (an extensive enrichment program). (1977)

Gowan, John C. and Bruch, Catherine B.

The Academically Talented Student and Guidance - The Monograph is directed toward providing guidance personnel with conceptions and approaches useful in working with gifted individuals. Addresses topics such as: characteristics, identification, guidance problems, creativity and mental health, and disadvantaged gifted. (1971)

Gowan, John C. and Torrance, E. Paul

*Educating the Ablest - A book of readings on the education of gifted children covering the following topics: Developmental Characteristics, Program, Curriculum, Outside the Classroom, Guidance, Identification and Evaluation, Teachers, Parents, Creativity, Disadvantaged Gifted Youth, and Mental Health.

(1971)

Kanizher, Herbert

Everyday Enrichment for Gifted Children at Home and School - A resource book of activities that focus on the process of learning/thinking. Encourages parents to explore the community with their gifted child. Covers areas of art, geography, reading/language, math, music, and science. (1977)

Kaufmann, Felice

*Your Gifted Child and You - A booklet to help parents and teachers better identify and interpret outstanding potential in their children. Also suggests ways to help adults to help their child develop to potential. Strategies for working with the schools are suggested.

Khatena, Joe

The Creatively Gifted Child: Suggestions for Parents and Teachers - This book for parents and teachers is designed to help those adults to recognize and identify creatively gifted children through testing and then to develop their intellectual potential. Discusses changing concepts of intelligence, measurement of creative thinking abilities, activities to stimulate creative thinking, etc. (1978)

Ross, Alan O.

The Exceptional Child in the Family - Written for the professionals who will deal with the parents of an exceptional child, this book offers general principles which apply to understanding and helping a family, no matter what the unusual condition of the child. (1964)

G. Teacher Training

Baldwin, Alexinia and Wooster, Judith

Baldwin Identification Matrix Inservice Kit for the Identification of G/T Students - This kit offers a systematic, versatile approach to identifying gifted and talented students in any student population. Working through the kit, participants can gain insight into the rationale underlying multi-dimensional identification. Includes background information, leader's guide, and materials for simulation. (1977)

Maker, C. June

Training Teachers for the Gifted and Talented: A Comparison of Models - This short booklet looks at the characteristics of teachers who deal successfully with gifted and talented students. Also examines pre-service and in-service training for gifted. (1975)

Martinson, Ruth A.

A Guide Toward Better Teaching for the Gifted - This handbook is written for teachers interested in improving their effectiveness with their gifted pupils while minimizing the burden. Discusses the need for teacher training in G/T and curriculum planning (elementary and secondary level). (1976)

Star Power Series

Module 2: Needs of the Gifted/Talented - This begins with "What's So Different about the G/T?" and emphasizes the specific needs of this group because of their special characteristics, the problems they encounter because of those characteristics, possible solutions to the problems, and the consequences of failure to meet the needs. One of the needs is the "right" teacher, and Part Two includes teacher characteristics and behaviors which adversely affect the development of giftedness, along with self-rating scales to determine if the module user is one of the "right" kind of teacher.

H. Early Childhood and Gifted

Abraham, Willard, et al.

Gifts, Talents and the Very Young - A compilation of some of the presentations from the Institute on Gifted/Talented Early Childhood Education, January 1977, Oxnard, California. Chapter headings: Current Myths Concerning Gifted Children; Aids to Programming for Young Gifted and Talented Children; A Psychiatrist Views; Underachievers among Gifted Children; Parent Talk. (1977)

Beck, Joan

How to Raise A Brighter Child: The Case for Early Learning
A guide to the methods by which a child can be taught at his/her own style and speed in the early years. Translates recent research on the growth of children's intelligence during the first six years of life into a form useful to parents of young children. (1967)

Martinson, Ruth A. and Seagoe, May V.

The Abilities of Young Children - A research monograph describing the assessment of children's products from a wide variety of topics in art, music, writing, social studies, and science. Ratings by experts of the quality in children's products are compared for two groups who differ in measured intelligence. Discusses the relationship between high intelligence and creativity. (1967)

Roedell, Wendy C. and Robinson, Halbert

Programming for Intellectually Advanced Preschool Children: A Program Development Guide - The guidebook contains curriculum ideas and procedures developed in the context of a program focusing on the development of children with advanced intellectual abilities. Program offers a variety of learning experiences in a balanced mix of teacher- and child-structured situations. Guide discusses overall planning, teaching of math/science/language arts/ social studies/art. Also includes sample questionnaires.

Torrance, E. Paul

*Gifted Children in the Classroom - This short book highlights some of the information about the nature of giftedness, the goals of educating gifted children, problems of identification and

motivation, and development of giftedness during the preschool years. Also offers practical suggestions about developing creative readers. (1965)

I. Community Involvement

Lord, Clifford L.

Teaching History with Community Resources - This book suggests ways that the unlimited resources in nearly every community can be utilized by teachers. Deals with the values of localized history, topics in localized history, field trips, and building community resources. (1967)

Mass. Department of Education

A Guide to Cultural Institutions in Massachusetts: A Resource for Educators - Included in this guide are institutions which welcome a reasonable size group of students at an acceptable fee. Emphasizes Boston area. Organized according to geographic regions: Greater Boston, Northeast/Central, Southeast, Western.

National School Public Relations Association

Keys to Community Involvement Series - A series of booklets for governing boards, community leaders, group members, administrators and citizens. Designed to help strengthen skills in group processes, working cooperatively, and planning and implementing new projects. Booklet titles are: Community Groups, Group Decision Making, Problem Solving, Planning for Change, Personal and Professional Development, Governing Boards and Community Councils, Innovative Projects, Successful Projects, Effective Groups, Group Process, Measuring and Improving Group Effectiveness, Finding the "Right" Information, Community Surveys, Using Consultants, Group Leadership. (1978)

Oliver, Albert I.

*Maximizing Mini-Courses: A Practical Guide to A Curriculum Alternative - A comprehensive book on mini-courses: what they are, what purposes they can serve, how they are developed at various levels, and how they can be evaluated. (1978)

Wurman, Richard Saul

Yellow Pages of Learning Resources - This book is an invitation to discover the city as a learning resource. Provides a selection of typical firsthand learning resources that can be found in almost any city and outlines the ways to make these resources accessible. (1972)

J. Curriculum

1. GENERAL CURRICULUM IDEAS AND ACTIVITIES

Birch, Jack W. and McWilliams, Earl M.

Challenging Gifted Children - A booklet designed to help the

regular classroom teacher provide the best possible education for gifted students. Deals with identification of students; suggests approaches for teachers on the primary, intermediate, and high school levels; provides sample activities for gifted students. (1955)

Cobb, Sharon Gotch, et al.

Conn-cept III: Creating a Differentiated Learning Environment for the Gifted and Talented - A curriculum guide to help teachers differentiate instruction for their gifted/talented. Contains specific suggestions, activities, rationale, and resources.

Darrow, Helen Fisher

*Independent Activities for Creative Learning - A booklet developed as an aid to classroom teachers who desire to place a greater emphasis on creative self-expression. Suggestions are given for effective ways of organizing the classroom for independent activities, and many suggestions are made of activities which promote creative thinking. (1972)

Drews, Elizabeth Monroe

Learning Together: How to Foster Creativity, Self-Fulfillment, and Social Awareness in Today's Students and Teachers - A text that seeks to establish a radical new alternative to conventional curriculum development. It suggests an interdependent exchange of ideas between student and teacher, each contributing to the curriculum yet at the same time, making sure that the basics of each discipline are fully covered. Proposes a community of learning designed to unleash each member's potential for creativity. (1972)

Education Development Center

USMES Series (Unified Sciences and Mathematics for Elementary Schools) - This is an interdisciplinary program (K-8) that challenges elementary school students to solve real problems from their school and community environment. Available are:

- (1) The USMES Guide: This book describes the USMES project, real problem solving, classroom strategies, the Design Lab, the units, and the support materials as well as ways that USMES helps students learn basic skills.
- (2) Teacher Resource Books (one per unit): Each of these guides to using USMES units describes a broad problem, explains how students might narrow that problem to meet their particular needs, recommends classroom strategies, and presents logs from teachers whose classes have worked on the unit.

Topics include:

Nature Trails
Ways to Learn/Teach
Using Free Time

Traffic Flow
Weather Predictions
Design Lab Design

Manufacturing
Classroom Management
Classroom Design
Eating in School
Soft Drink Design
School Zoo
School Supplies
School Rules
Mass Communications
Orientation
Bicycle Transportation

Protecting Property
Play Area Design & Use
Pedestrian Crossings
Growing Plants
Getting There
Describing People
Consumer Research
Advertising

- (3) Design Lab Manual: This guide helps teachers and administrators set up, run, and use a Design Lab-- a place with tools and materials where students can build things they need for their work on USMES units. A Design Lab may be a corner of a classroom, a portable cart, or a separate room.
- (4) "How To" Booklets - designed to help children learn skills they need to solve real problems. Topics are: Biology, Collecting Data, Electricity, Graphing, Measuring, Simplifying Data.
- (5) USMES Team Study - describes the use of resource teams to disseminate and implement USMES on a district or regional level.

ERIC Report #62744

Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted - The report discusses definitions of discovery and inquiry and examines the rationale for using such techniques with the gifted. Provides examples of classroom adaptations, tools and materials, teacher functions, and curriculum adaptations. (1972)

ERIC Report #63717

Project Gifted - Cranston, R. I. - Covered in the short discussion of Project Gifted for intermediate grades are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and identification procedures. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. Uses Bloom's Taxonomy of Educational Objectives as a frame of reference. (1971)

Gallagher, James J.

- Teaching the Gifted Child - 2nd Edition - A general text covering a wide range of topics concerning the gifted. Divided into 5 sections entitled: The Gifted Child and His School, Content Modifications for the Gifted, Stimulation of Productive Thinking, Administration and Training for the Gifted, and Special Problem Areas (underachieving and culturally different). (1975)

Gowan, John C. and Torrance E. Paul
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Hansen, Mary Lewis, et al.
391 Ways to Explore Arts and Humanities Careers, Classroom Activities in Dance, Music, Theater and Media, Visual Arts and Crafts, Writing, Humanities - This curriculum guide provides information to help give students a realistic understanding of different careers in the arts and humanities. (1976)
Accompanying books:

Student Guidebooks

Exploring Dance Careers	Exploring Visual Arts & Crafts Careers
Exploring Music Careers	Exploring Writing Careers
Exploring Theater & Media Careers	Exploring Careers in the Humanities

Teacher Program Planning Guide

Career Guidance in the Arts & Humanities
Exploring Arts and Humanities Careers in the Community

Hopkins, Lee Bennett & Shapiro, Annette F.
Creative Activities for the Gifted Child - A collection of more than 100 enrichment activities that emphasize independent working and individual responsibility. Organized according to workplace: "in the classroom," "in the school," "in the community," and "ambassadors-at-large."

Kanizher, Herbert

Everyday Enrichment for Gifted Children at Home and School - A resource book of activities that focus on the process of learning/thinking. Encourages parents to explore the community with their gifted child. Covers areas of art, geography, reading/language, math, music, and science. (1977)

Kaplan, Sandra N. and Madsen, Sheila

Think-Ins: An Approach to Relevant Curriculum, Stressing Creative Thinking and Problem Solving - A collection of thirty activity cards to motivate students to solve problems related to real situations. Concentrates on the process involved in collecting/classifying data, forming an opinion, and applying it to the problem to support a particular point of view. Topics include: propaganda, interplanetary exploration, weapons, energy, garbage, etc. (1974)

Mass. Department of Education

A Guide to Cultural Institutions in Massachusetts: A Resource for Educators - Included in this guide are institutions which welcome a reasonable size group of students at an acceptable fee. Emphasizes Boston area. Organized according to geographic regions: Greater Boston, Northeast/Central, Southeast, Western.

Meeker, Mary

- *A Beginner's Reader About Guilford's Structure of the Intellect
A basic explanation of Guilford's Model of the Structure of the Intellect, examining each slab of the SOI model. Serves as an introduction to the SOI Abilities Workbooks. (1974)

Meeker, Mary

The Structure of Intellect: Its Interpretation and Uses - A text that explains Guilford's Structure of Intellect for purposes of educational planning. SOI cells are defined, traditional tests for these cells are listed for each ability, and limited tasks are suggested. Provides the basis for using SOI Questioning Techniques and the SOI Abilities Workbooks series.

Meeker, Mary

- *SERIES: SOI (Structure of the Intellect) Abilities Workbooks (1976) Each workbook is a collection of lesson plans designed to develop specific mental abilities. Follows Guilford's Model of the Structure of the Intellect. Mental abilities include the following (nine workbooks and two handbooks in all):

Basic Cognition: Comprehension Skills

Advanced Cognition: Comprehension Skills

Memory

Advanced Memory: Handbook I

Advanced Memory: Handbook II

Basic Evaluation: Judgment, Planning & Decision making

Advanced Evaluation: Judgment, Planning & Decision making

Basic Convergent Production: Problem-Solving Skills

Advanced & Gifted Convergent Production: Problem-Solving

Basic Divergent Production

Skills

Advanced Divergent Production

Meeker, Mary

SOI Questioning Techniques - A short pamphlet outlining teacher techniques for forming questions according to Guilford's Structure of the Intellect Model. Needs to be used in conjunction with The Structure of Intellect: Its Interpretation and Uses.

Oliver, Albert I.

- *Maximizing Mini-Courses: A Practical Guide to A Curriculum Alternative - A comprehensive book on mini-courses: what they are, what purposes they can serve, how they are developed at various levels, and how they can be evaluated. (1978)

Roedell, Wendy C. and Robinson, Halbert

Programming for Intellectually Advanced Preschool Children:

A Program Development Guide - The guidebook contains curriculum ideas and procedures developed in the context of a program focusing on the development of children with advanced intellectual abilities. Program offers a variety of learning experiences in a balanced mix of teacher- and child-structured situations. Guide discusses overall planning, teaching of math/science/language arts/social studies/art. Also includes sample questionnaires.

Schrank, Jeffrey

Deception Detection: An Educator's Guide to the Art of Insight
This book presents innovative ideas for the classroom on sharpening perceptions of everyday environment in order to gain insight into the ordinary. Concentrates on consumer survival skills, body language, mind management and media deception, creativity training and exploring nonlogical ways of thinking. (1975)

Sorenson, Bobbi, and Addison, Linda

"Model" Units for the Gifted: A Compilation of Units for Gifted Students Based on Four Theoretical Models - This book is a compilation of selected units from The Association for the Gifted (TAG) Classroom Teachers' Committee members and teachers. Units based on the theoretical models--Bloom's Taxonomy, Guilford's Structure of the Intellect, Taylor's Multiple Talents Model, and Williams' Model for Implementing Cognitive-Affective Behaviors.

Stallard, Elinor, and Ingram, Kathy

Rx for Gifted: A Manual of Prescriptive Education for Gifted Learners - A handbook for teachers containing 112 prescriptions with representative activities and teaching strategies for each. Prescriptions are divided into four types--affective, cognitive, divergent thinking, and evaluation. Teaching strategies concentrate on affective and cognitive. (1977)

Star Power Series

Module 5: Enrichment Activities for the Gifted/Talented - A compendium of ideas organized according to Renzulli's Enrichment Triad, this suggests games, simulations, math activities, creative dramatics, film making, puppetry, a family research project on discovering one's roots, writing stories for younger children, and using poetry as springboards to other creative work. In these ways, individual and group interests are explored. "Process Training" is conducted with workbooks from the S.O.I. Institute. Numerous topics for "Investigation" are provided for seminars, minicourses, independent study.

Taylor, John

Superminds - This book examines the phenomenon of psychokinesis--the ability to bend objects by the power of the mind alone--and builds a convincing explanation of the "how" of the effect. (1975)

Williams, Frank E.

Classroom Ideas for Encouraging Thinking and Feeling - This resource book contains ideas for teachers who want to help children uncover their creative potential. The idea lessons call for processes of inquiry, discovery, and creative problem solving. Instead of presenting the child with facts, the lessons pose problems and creative situations for the pupil. (1970)

2. ART

ERIC Report #100102

Teaching Gifted Children Art in Grades 1-3 - The handbook for teaching gifted children art in grades 1-3 discusses identification of gifted children, program aims, organization, emphasis

and content. Presented in chart form are suggested teaching methods for children from preschool - 4th grade. (1974)

ERIC Report #88254

Teaching Gifted Children Art in Grades 4-6 - The guide for teachers of gifted children in grades 4-6 gives concepts and suggestions for development of an art program. Discussed are approaches to teaching design and artistic skills, program problems, identification of artistic ability, and utilization of higher intellectual skills in the creative process. (1973)

3. FUTURES

ERIC Report #88267

Educating for the Future: 21st Century Teaching - Compiled for use with gifted children is a collection of activities and lesson plans in the areas of the media, inquiry teaching, lessons using F. Williams' model, encounter lessons, and simulation learning activities. (1973)

Laconte, Ronald T.

Teaching Tomorrow Today: A Guide to Futuristics - A guide for the study of the future in order to make students future-oriented. Contains classroom activities, techniques for futuristic investigation, resources. (1975)

Newman, Joseph

1994: The World of Tomorrow - An attempt to look at what the not-too-distant future will bring. Briefly examines technology, health, space, education, population, weather, transportation, social problems, economy, etc. (1973)

4. HISTORY/SOCIAL STUDIES

Lord, Clifford L.

Teaching History with Community Resources - This book suggests ways that the unlimited resources in nearly every community can be utilized by teachers. Deals with the values of localized history, topics in localized history, field trips, and building community resources. (1967)

Martin, Barbara A.

Social Studies Activities for the Gifted Student - This volume of social studies oriented activities consists of activities that require total student involvement in the learning experience. They help teach students the art of self-instruction and self-direction in the fascinating areas of: U. S. History, Government and current events, and the future vs. the past, etc.

Oliver, Albert, et al.

A Sourcebook of Activities for the Academically Talented - Contains duplicating masters dealing with language arts, social studies, mathematics, and science. (1978)

Weitzman, David

*My Backyard History Book - This Brown Paper School book includes activities and projects (such as making time capsules, rubbings, and tracing genealogy) which demonstrate that learning about the past begins at home. (1975)

5. LANGUAGE ARTS/LITERATURE/READING

Cushenberry, Donald & Howell, Helen

Reading and the Gifted Child: A Guide for Teachers - A text designed to help teachers of all grade levels in the teaching of reading to gifted children. Covers identification materials and practices, strategies for classroom use, and evaluative instruments. (1974)

ERIC Report #81162

An Enriched and Cooperative Reading Program for Achievers at the Sixth Grade Level - An enrichment and cooperative reading program for high achievers in grade 6 involved participants in four reading classes who received supplementary reading instruction. Testing at end of year one revealed lack of support for three hypothesis: that experimentals would demonstrate greater reading proficiency than controls as measured by the Iowa Test of Basic Skills; that experimentals would achieve higher performance levels than a similar population the previous year; and that experimentals would achieve a performance level equivalent to one grade level above the previous year. At the end of year two, results of testing with Gates-MacGinitie Reading Test showed significant gains for all objectives. (1972)

ERIC Report #64717

Developing Word Power: Language Arts - This report describes a course designed to help students develop word power through training and practice in identifying various meanings of one word, finding meanings from context, interpreting nonliteral and figurative language, and analyzing the structure of words. Also included are dictionary and pronunciation skills, the study of word origins, and a list of resource materials. (1971)

ERIC Report #51606

Teaching Gifted Students English Usage in Grades Seven Through Nine - Intended to assist English teachers of junior high gifted students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. (1970)

ERIC Report #93143

Independent Activities for Accelerated Students: Individualized Reading Instruction for Students - The teaching guide for use with accelerated elementary school students contains suggestions for independent reading activities, a list of independent reading

books for beginning readers, and suggestions for creative activities. (1974)

ERIC Report #60589

Teaching Gifted Students Literature and Language in Grades Nine Through Twelve - A philosophy and examination of literature and language instruction for gifted senior high school students. Provides specific examples of how to develop higher intellectual skills as well as suggestions for administrative procedures in conducting classes for the gifted. (1970)

Glatthorn, Allan A.

Language Arts for the Academically Talented - (Suggested grades 4, 5, 6) - Duplicating masters include high interest activities to challenge the student's ability to use words in a variety of situations. (1978)

Labuda, Michael

*Creative Reading for Gifted Learners: A Design for Excellence - This short book divides the topic of creative reading and the gifted into five sections: (1) characteristics of gifted/creative children and explanation of a creative reading program, (2) special considerations in implementing a creative reading program, (3) materials and resources K-12, (4) suggestions for meeting unique needs, and (5) looking ahead. (1974)

Liatsos, Sandra

Reading Comprehension: A Springboard to Creative Thinking - A collection of games and activities useful in reading groups, individualized reading programs, reading literature centers, or any combination. Includes blackboard activities, pencil/paper activities, bulletin board activities, playing card games, and playing board games. Levels of activities indicated on a skills grid. (1977)

Oliver, Albert, et al.

A Sourcebook of Activities for the Academically Talented - Contains duplicating masters dealing with language arts, social studies, mathematics, and science. (1978)

Torrance, E. Paul

*Gifted Children in the Classroom - This short book highlights some of the information about the nature of giftedness, the goals of educating gifted children, problems of identification and motivation, and development of giftedness during the preschool years. Also offers practical suggestions about developing creative readers. (1965)

Witty, Paul A.

*Reading for the Gifted and the Creative Student - This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative students. Suggestions for providing appropriate instruction, guidance, and experience are also offered. Detailed description of some outstanding programs is given of various ways certain schools are attempting to provide opportunities in reading for the gifted. (1971)

6. MATH

Boyle, Patrick J.

Graph Gallery - A collection of graphing exercises using linear designs. Includes sets of equations and inequalities which when graphed compose simple and complete pictures. (1971)

Burns, Marilyn

*The I Hate Mathematics! Book - This Brown Paper School book includes events, gags, magic tricks, and experiments to change a student from a mathematical weakling into a mathematical heavyweight. Chapter titles: Street Math, A Mathe-magic Show, The Art of Probably, etc. (1975)

Crescimbeni, Joseph

Arithmetic Enrichment Activities for Elementary School Children - Hundreds of arithmetic activities for lessons or recreation, geared to help reach all pupils at various levels. Covers all areas of elementary arithmetic, arranged by grade, K-6. (1965)

DeGrazia, Joseph

Math Is Fun - A collection of intriguing and brain-teasing problems and puzzles for the mathematically minded. Requires high reasoning ability. (1973)

Dorwart, Harold L.

The Geometry of Incidence - This short text serves as an introduction to projective geometry. Presents fundamental concepts and theorems having relevance in present-day mathematics. Some degree of familiarity with analytic geometry is needed, but detailed understanding is not required. (1966)

Emmet, E. R.

Brain Puzzler's Delight - These mind-stretching puzzles call for clear, logical thinking and reasoning. Solutions develop ingenuity, imagination and insight. Solutions included. (1977)

Emmet, E. R.

Puzzles for Pleasure - Over 100 puzzles to challenge the logical thinker. No specialized knowledge of math is needed. Solutions included. (1972)

ERIC Report #82415

Teaching Gifted Children Mathematics in Grades 1-3 - Intended for teachers of the mentally gifted in grades 1-3, the guide distinguishes between the verbally gifted and the mathematically gifted and discusses subject matter content, development of intellectual skills and creativity, and gives teaching suggestions. (1973)

ERIC Report #100103

Teaching Gifted Children Mathematics in Grades 4-6 - Intended for teachers of gifted students in grades 4-6, the guide emphasizes

the need for specialized instruction in math, suggests methods for teaching math facts and concepts, describes approaches and materials to develop students' understanding of math principles, and explores ways to build skills and creativity. Stressed is the resource role of the math specialist. (1974)

Heafford, Philip

The Math Entertainer - A collection of mathematical teasers covering mathematical history, symbols, circles, triangles, conic sections, units, measures, moneys, series, permutations, abbreviations, etc. (1976)

Rice, Jean

My Friend the Computer and Teacher's Guide - A basic approach to the computer for elementary grades. Teacher's Guide contains introductory material and numerous spirit masters and overhead transparencies. (1976)

Oliver, Albert I.

Mathematics for the Academically Talented (suggested grades 4, 5, 6) Duplicating masters containing puzzles, riddles, and other activities to reinforce basic math concepts. (1978)

Oliver, Albert, et al.

A Sourcebook of Activities for the Academically Talented - Contains duplicating masters dealing with language arts, social studies, mathematics, and science. (1978)

Stanley, Julian, et al.

*The Gifted and the Creative: A Fifty Year Perspective 1925-1975 - The collection of readings is divided into four major sections: the first deals with "The Gifted Child Movement," the second looks at "Two Longitudinal Studies at the Johns Hopkins University," the third explains "Three Major Approaches to Creativity," and the fourth includes a general discussion among thirty-one professionals in various areas related to giftedness. (1977)

Stanley, Julian, et al.

Mathematical Talent: Discovery, Description and Development - This is a collection of papers explaining the Johns Hopkins University Study of Mathematically and Scientifically Precocious Youth (SMSPY). Included are a background of the study, methods of identification, the nature of the abilities and interests, and the kinds of educational facilitation developed for the 12-14 year olds. (1974)

7. SCIENCE

Allison, Linda

*Blood and Guts: A Working Guide to Your Own Insides - A Brown Paper School Book that discusses the elements of the human body. ("Skin--The Bag You Live In" and "Kidneys--Washing Machines for the Blood," for example). Includes suggestions for related experiments and projects. (1976)

Allison, Linda

*The Reason for Seasons - This Brown Paper School book contains stories to read, ideas to think about, and things to make and do--all contributing to an understanding of the seasons and their effect on the earth. (1975)

Oliver, Albert, et al.

A Sourcebook of Activities for the Academically Talented - Contains duplicating masters dealing with language arts, social studies, mathematics, and science. (1978)

Smith, Arthur R.

Science for the Academically Talented (Suggested grades 4, 5, 6)
Duplicating masters include challenging activities and experiments to encourage students to search and discover mysterious questions of life. (1978)

Talcott Mountain Science Center

Space Science Involvement - A curriculum supplement for classroom use of an active communications satellite with activities for space science, physics, mathematics, astronomy, communications, electronics. (1974)

II. Periodicals

The Gifted Child Quarterly - The official journal of The National Association for Gifted Children. Published four times each year. Back issues (since 1975) available at Project PRISM.

Psychology Today - The popular monthly periodical often includes articles relative to gifted education.

G/C/T - A new magazine for parents and teachers of gifted/creative/talented children. Published 5 times a year.

The Futurist - A journal of forecasts, trends and ideas about the future. Published bi-monthly by the World Future Society.

ITYB (Intellectually Talented Youth Bulletin) - Published ten times each year by the Study of Mathematically Precocious Youth (SMPY), The Johns Hopkins University.

LTI Bulletin - Published monthly by the National/State Leadership Training Institute for Gifted and Talented, Ventura County Superintendent of Schools Office.

Journal of Creative Behavior - Published quarterly by the Creative Education Foundation, Inc.

Educational Researcher - Published 11 times each year by the American Educational Research Association.

Journal for the Education of the Gifted - The official publication of The Association for the Gifted. Published 4 times each year.

III. Curriculum Aids and Games

A. General Information About Giftedness

The Gifted Child - Cassette sound/color filmstrip, conveying the essential ideas of giftedness to parents, teachers, and administrators. The narration and contemporary art work contribute to the ready acceptance of ideas presented and will aid in answering questions most frequently asked--identification, understanding the IQ, stereotypes, and myths.

Mental Blocks: Structure of the Intellect - An instructional filmstrip/cassette for teachers giving theory and practical understanding of Guilford's Structure of the Intellect model. Accompanies Star Power Series Module 3 Applications of Theories of Intelligence to the Gifted/Talented.

Recognizing and Developing Higher Level Thinking Skills - Cassette sound/color filmstrip, for use with students (as well as with teachers) 4-12th grades. An interactive filmstrip developing recall, application, analysis, synthesis, and evaluation. Assists in building more powerful thinking abilities as well as suiting assignments to students.

B. Creativity

Conventions Unlimited - A cassette of a speech delivered by John Gowan which describes his personal view of the evolution of creativity.

Imagin-action - As a form of pantomime, the Imagin-Action games are a collection of strategies for teaching non-verbal communication skills. In so doing, a variety of creative processes and visualization techniques are made available to the instructor. Fast-moving and involving, the games provide for cognitive, affective, and psycho-motor expression and encourage the learner to react to complex situations. Each "situation card" calls for the solution of a problem through the application of divergent thinking skills.

Math Through Creative Thinking - Designed to develop confidence so that students will produce mathematical ideas without interference, these activities range from the abstract (brainstorming, consequences and banking, etc.) to the specific (subtraction, fractions, volume, etc.).

C. Futures

Conventions Unlimited - A cassette of a speech delivered by John Gowan which describes his personal view of the evolution of creativity.

Humanus - Students participate as "survival cell" group members, the only known survivors of a world-wide-catastrophe. They are linked to the outside world, monitored and controlled by their survival computer, Humanus, which communicates to them through a "voice

print-out," recorded on tape. Humanus requires that certain decisions be made by each cell if it is to survive.

D. Language Arts

Information Fast - The purpose of this kit is to aid students in improving their research techniques. Includes 125 individualized and class activities, check tests, guides to the teacher.

Keys to Understanding Mankind - Open-ended reading task cards to develop thinking processes, reinforce reading skills, and introduce students to basic philosophical concepts about mankind. "Thinking models" have been designed to stimulate creative and problem solving processes.

Mind Expanders - A kit of activity cards in the areas of math, creative writing, art, social studies, poetry and book reports, science. They are designed to advance reading skills through library and every day communication activities.

*On-Words: The Game of Word Structures - An instructional game that incorporates any aspect of words that players wish to introduce. Players practice and learn spelling, counting, grammar, phonetics, word roots, inflectional endings, prefixes and suffixes. 2 or more players

*The Propaganda Game - Students learn the fascinating techniques used by professionals to influence public opinion by learning to recognize "bandwagon" appeals, faulty analogy, out-of-context quotes, rationalization, technical jargon, emotional appeals, and many more. Particularly fascinating for social studies classes, English, problems of democracy, debate. 2 to 4 players

*Queries 'N Theories: The Game of Science & Language - (A Simulation of Scientific Method and Generative Grammar) Through inductive reasoning, players learn scientific method of inquiry and gain skill in organizing, analyzing, and synthesizing data while engaged in an intriguing game of linguistics. 2 to 4 players

E. Math/Logical Thinking

*Configurations: Number Puzzles and Patterns for All Ages - A series of ingenious geometric and mathematical problems that will delight and challenge those who enjoy careful reasoning. Suitable for Jr. and Sr. high school levels. For 1 player.

Equations: The Game of Creative Mathematics - Five-game kit for use in intermediate grades through high school. Provides creative opportunity to practice arithmetic operations such as addition, subtraction, multiplication, division, exponents and radicals in a variety of number bases (decimal, octal, binary, etc.) Like chess, the game can be as simple or as complex as the players make it, depending on their understanding of the mathematical ideas involved. 2 to 4 players-Teacher's Manual

Math Through Creative Thinking - Designed to develop confidence so that students will produce mathematical ideas without interference, these activities range from the abstract (brainstorming, consequences and banking, etc.) to the specific (subtraction, fractions, volume, etc.).

Mind Expanders - A kit of activity cards in the areas of math, creative writing, art, social studies, poetry and book reports, science. They are designed to advance reading skills through library and every day communication activities.

*On-Sets: The Game of Set Theory - This 30-game package can instruct students in kindergarten through high school in basics of set theory as well as extend a challenge to any adult exploring "new math." Encourages players to enjoy mathematics while learning concepts of union, intersection, logical differences, complement, identity, inclusion, null and universal sets. 2 to 4 players

Perception Stimulators - 92 puzzles and riddles that are challenging and great fun to work. Help students develop powers of observation, raise tolerance for ambiguity and complexity.

*Qwik-Sane - An intriguing topological puzzle that will challenge and delight those of all ages who like solitaire games that call for careful reasoning. 1 player

*The Real Numbers Game - A five-game kit, handy and easy-to-play, that prepares beginners for playing Equations. Equipment comes clipped on a ball-point pen and ready for play. Solitaire or with a partner, anytime that two or three minutes are available. Deals with real, rational, irrational, integer and natural numbers. 2 to 4 players

*Tac-Tickle: A Challenging Game of Pure Strategy - Eight-game kit that sharpens the wits and stimulates learning. Elementary through high school levels. It has been used as a practice aid in computer programming by sophisticated students of mathematics. 2 players

*Tri-Nim: The Game for Compleat Strategysts - More than a decade of experience in exploring the mathematical strategic implications of nim-like games have gone into the design of this mind-massaging kit. It will stretch you--whoever you are. 2 to 3 players

*Wff'n Proof: The Game of Modern Logic - The original game of symbolic logic. Twenty-one-game kit that starts with speed games that are fun for 6-year-olds and ends with strategy games that challenge intelligent adults. The first two games teach the concept of a WFF (Well-Formed Formula - a logic sentence) and the remaining games deal with rules of inference, logical proofs, and the nature of formal systems. The kit provides entertainment and practice in abstract thinking relevant for philosophy, mathematics, English, and computer programming for Jr. and Sr. high school students. 2 to 4 players

F. Philosophy

Conventions Unlimited - A cassette of a speech delivered by John Gowan which describes his personal view of the evolution of creativity.

Keys to Understanding Mankind - Open-ended reading task cards to develop thinking processes, reinforce reading skills, and introduce students to basic philosophical concepts about mankind. "Thinking models" have been designed to stimulate creative and problem solving processes.

Strange Bedfellows - Politics, as they say, makes for strange bedfellows. Isolated quotations are given about religions, politics, philosophies, from some of the famous men of our time. The players are led to consider ideas and arrive at decisions before learning their source, without the encumbrance of prejudice. Without the emotional predisposition usually felt toward these sources, players will find themselves making decisions in a manner here-to-fore felt impossible.

G. Science

In-Quest - Through analyzing scientific investigations students learn what techniques to accentuate and what errors to avoid in reporting scientific observations, making measurements, interpreting data, and analyzing theories. Each student must make a decision on each of 160 different examples (half in biological sciences, half in physical) and must defend his points of view.

Mind Expanders - A kit of activity cards in the areas of math, creative writing, art, social studies, poetry and book reports, science. They are designed to advance reading skills through library and every day communication activities.

*Queries 'N Theories: The Game of Science & Language - (A Simulation of Scientific Method and Generative Grammar) Through inductive reasoning, players learn scientific method of inquiry and gain skill in organizing, analyzing, and synthesizing data while engaged in an intriguing game of linguistics. 2 to 4 players

H. Social Studies

Ba Fa' Ba Fa': A Cross Culture Simulation - Participants are divided into two groups or "Cultures". They are then introduced to the values, expectations and customs of their new culture. Each group tries to develop hypotheses about the most effective way to interact with the other culture.

Conflict: A Simulation of a Disarmed World - Conflict is a futuristic simulation involving a model of a disarmed world based on a nation-state organization. Participants analyze the system by testing it out in action, examine their own assumptions, and judge

the implications that might result.

Crises - Participants form teams of 3-6 players to manage the affairs of six fictional nations. The nations, which vary in overall strength and military capacity, are faced with the problem of resolving a tense situation in a mining area of enormous importance to the world. Players learn consequences of decisions at regular intervals. Various strategies are available to players.

Explorers I - In this simulation, students are divided into teams to explore heretofore uncharted territories and to claim as much land as possible for their nation. The unknown world is represented by a wall chart divided into grids. The explorers move across the ocean two grids at a time. Using a secret map of the "unexplored" territory, landforms are added by the teacher as the explorers travel within sight of them. Once the landforms are discovered and claimed, the explorers must decide whether to stop and settle a colony, continue on the ocean or explore on foot. The simulation continues a few minutes at a time over several days until all land is discovered and claimed.

Guns or Butter - Players in this simulation attempt to advance the economics and social welfare of the people in their five fictional countries, without endangering national security in the "international system." Considered in the decision-making process are the human costs of actions, the increase and distribution of resources, and the improvement of health, education, and welfare.

Humanus - Students participate as "survival cell" group members, the only known survivors of a world-wide catastrophe. They are linked to the outside world, monitored and controlled by their survival computer, Humanus, which communicates to them through a "voice print-out," recorded on tape. Humanus requires that certain decisions be made by each cell if it is to survive.

Import - In Import the class is divided into six importing firms located in the ports of Rio de Janeiro, Piraeus, London, Rotterdam, Los Angeles and New York. Each firm attempts to buy eight different kinds of goods for resale at a profit from at least three different countries. The experience requires the students to participate in small group and individual decision making and to use inference and other reading skills.

Learning Through Creative Thinking - The activities are designed to develop cross-curriculum transfer and to motivate students to learn and inquire independently. Included are activities on brainstorming, problem-solving, facts, role playing, decision making, etc., as well as curriculum areas such as science, math and art, etc.

A Man Called Mr. President - In this game, players learn interesting facts about the men who served as President of the United States of America. Facts about their personal lives, idiosyncrasies, personalities and philosophies show they were human beings who loved, feared, made mistakes, suffered shortcomings and perplexities, and faced sorrows and uncertainties. Yet through their accomplishments and deeds emerges a true picture of their contributions to the establishment and growth of our country. The game is designed for people of all ages and shows great insight and understanding of human nature.

Metro-Politics - The purpose of this simulation is to expose the participants to the problems of the city and some of the political solutions that have been proposed for those problems. Proposed solutions are presented in proposition form to be voted on in a referendum. Participants weigh strengths/weaknesses, can form pressure groups, and push for passage/defeat of any of the plans.

Mind Expanders - A kit of activity cards in the areas of math, creative writing, art, social studies, poetry and book reports, science. They are designed to advance reading skills through library and every day communication activities.

Napoli - (National Politics) is a simulation in which participants serve as members of a legislature, representing one of two political parties and one of eight fictional states. Combines aspects of both houses of U. S. Congress, representing (not copying exactly) the legislative process and representative nature of democracy. Participant experiences conflicts between his party, constituency, and personal view. Goal is to be re-elected.

New City Telephone Company Simulation Game - The New City Telephone Company Simulation gives participants practice in group discussion and decision making, goal setting, listening, and note taking. By actively participating in the decision making process and living with the consequences, participants frequently discover that most decisions are related, and that making decisions which support one's goals is more difficult than it appears. It can also serve as the basis for involving the participants in discussions about the role of the privately owned government regulated corporation in the American economic system, labor-management relations, work values, leadership and career choice.

Plea Bargaining - This game is a simulation of the process of nonadjudicative convictions. Its purpose is to aid the non-lawyer in understanding how the criminal justice system works and why it works that way. After play has concluded, the players and observers analyze what happened in the game, what kind of legal process was described, why, and how this system squares with their values of what criminal justice should involve. In playing

various roles, participants will also become aware of their own values and those of the other participants, and will gain insight into decision making, negotiation and compromise.

Police Patrol - The overall purpose of this unit is to present a realistic view of the job of the policeman and to effect a change in attitudes among those young people who might not really know what it is like to be a policeman in America today. Includes role-playing, attitude surveys, and field work suggestions.

Powderhorn - In this simulation, the players trade and bargain for chips. After a round of trading, the groups are given labels--those with the most points will be called squares; those with the least, triangles; and those in between are circles. In simulated fashion, the trading has created a society of haves and have-nots. The squares are given the power to make the rules of the game--and almost invariably make rules that secure or enhance their position of power. The game usually ends in some form of revolt against the rules and the rule-makers. In a game setting which protects against undue abrasion of personal feelings, the group will experience on the one hand an exercise of total power, and on the other, the helplessness of those who feel the system working unfairly against them.

Rafa' Rafa': A Cross-Culture Simulation - Students are divided into two groups, the Alpha Culture and the Beta Culture, and informed separately of the particular rules of their new culture. Each participant experiences the opposite culture during the simulation; discussion centers on the feelings and ideas aroused as a result of being in a "foreign culture."

Relocation: A Corporate Decision - In this simulation, participants take the roles of corporate executives faced with the problem of relocating company headquarters. Roles include President and four Vice-Presidents (legal, personnel, financial, and public relations). Each studies the problem from different perspectives. Executives must weigh options and arguments to make a decision.

Strange Bedfellows - Politics, as they say, makes for strange bedfellows. Isolated quotations are given about religions, politics, philosophies, from some of the famous men of our time. The players are led to consider ideas and arrive at decisions before learning their source, without the encumbrance of prejudice. Without the emotional predisposition usually felt toward these sources, players will find themselves making decisions in a manner heretofore felt impossible.

Trebedies Island: The Economics of Monopoly Management - The Trebedies Island simulation is designed to give students an opportunity to learn economic concepts through practical application. As the students participate in this exercise, they will grapple with the problems of a simulated economic situation and

be required to use the tools and analysis necessary to solve those problems. In the post-game discussion, the economic concepts are labeled and explored.

Where Do You Draw The Line? An Ethics Game - In this simulation, five groups of participants make ethical judgments about the behavior of people described in a variety of situations. In addition to indicating their own opinion, each group also indicates how it believes most businesspersons and most members of the general public would respond to the same situations. The patterns created by the responses of the five groups are recorded on a summary form, analyzed and discussed. The discussion is directed toward discovering the assumptions (and the implications) which were used by the groups to make their judgments.

IV. Microfiche*

A. Affective Domain - Attitude

Beard, Jacob G.

A State-wide Assessment of Student Opinions About Their School

Dobson, Judith E.; Dobson, Russell L.

Accountability and the Affective Domain

Donlon, Thomas F.

Testing in the Affective Domain

Geisert, Paul

The Dimensions of Measurement of the Affective Domain

Melaragno, Ralph J.

Measuring Affective Development in a Longitudinal Study

Miller, Bernard W.

An Exploration: Media in the Affective Domain

Tyler, Ralph W.

Assessing Educational Achievement in the Affective Domain

B. Arts

Kreuger, Mark L.; Newman, Elizabeth

Perspectives on Gifted and Talented Education: Arts & Humanities

C. Bibliographies

Council for Exceptional Children

Gifted and Talented Programs, A Selective Bibliography

D. Career Education for G/T

Hoyt, Kenneth B.; Hebeler, Jean R.

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E. Cognition

Bodine, Robert L.

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Colangelo, Nick; Zaffrann, Ron
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L. Identification

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O. Program Development & Implementation - General

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Christensen, Genelle
Guidelines for Gifted/Talented Programs

Findley, Carol
Implementing Mini Programs for Middle School Gifted Students.
Parts 1-4

Kaplan, Sandra N.
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Gifted Program

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The Development and Implementation of Elementary School Gifted
Program Guidelines

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Potpourri: Productive Programs for Gifted Talented

P. Research

Spaulding, Robert L.
Issues and Trends in Research on the Gifted and Talented

Q. Science

Brandwein, Paul F.
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R. State Guidelines and Programs

Bucks County Public Schools
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A Series

San Mateo County Gifted Resources Center
San Mateo County Gifted Programs

Tongue, Cornelia
Potpourri: Productive Programs for Gifted/Talented

S. Teacher Education

Georgia State Department of Education
Guidelines for In-Service Education: Gifted and Talented

Minnesota State Department of Education
Suggested Solutions to Problems Teachers Encounter With Their
Gifted Students

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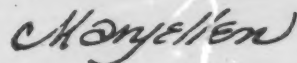
February 14, 1980

Dear Educators:

The following is an update of PRISM's Annotated Resource List. Due to time constraints, PRISM's new acquisitions have not been annotated, but many of the titles are self-explanatory. Since we have had many requests from people who wish to purchase some of the materials listed, we've included the names and addresses of all publishers. This list is alphabetized according to author.

We hope this booklet will facilitate your use of PRISM's library as well as provide you with information concerning available resources for education of the Gifted and Talented.

Sincerely,



Maryellen Cunnion
Director

MC:mm

1979-1980
NEW BOOKS AND MATERIALS

Anderson, Carolyn & Haller, Jackie
Brain Stretchers Book I and II

Baldwin, Alexinia et al.
Educational Planning for the Gifted

Biondi, Angelo M.
Have An Affair With Your Mind

Boston, Bruce O.
Developing Elementary and Secondary School Programs

Bowen, K. C.
Research Games: An Approach to the Study of Decision Processes

Brown, George et al.
Getting It All Together: Confluent Education

California State Department of Education
California Project Talent - Final Report

Callahan, Carolyn M.
Developing Creativity in the Gifted & Talented

Casteel, J. Doyle
Learning to Think and Choose: Decision-Making Episodes for the Middle Grades

Chelmsford Public Schools
Math Horizons

Clack, Alice & Leitch, Carol
Amusements in Developing Geometry Skills - Vol. I, II, & III

Colangelo, Nicholas & Zaffrann, Ronald
New Voices in Counseling The Gifted

Connecticut State Department of Education
Conn-cept II

Delp, Jeanne & Martinson, Ruth
Excerpts from The Gifted and Talented: A Handbook for Parents

Dow, Clista
Lunchroom Waste: A Study of "How Much and How Come"

Draze, Dianne
Above and Beyond - Book I

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Escondido Union School District
A Step-By-Step Guide to Independent Study

Escondido Union School District
Teaching Thinking Skills Through Open-Ended Task Cards & Games

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The Learning Center Approach to Enrichment

Goldstein, Herbert
Readings In Gifted and Talented Education

Goodson, David R.
How To Start An Interschool Quiz Competition

Greenes, Carole et al.
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The Nature of Human Intelligence

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The Identification of Academic, Creative and Leadership Talent
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Jobb, Jamie
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Katzman, Carol & King, Joyce
Economy Size

Keating, Daniel P.
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Laubenfels, Jean
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County Office Building
Ventura, CA 93001

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Little, Brown & Company
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Boston, MA 02112

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Bicycle Transportation
Classroom Management
Consumer Research
Describing People
Designing for Human Proportions
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Newton, MA 02160

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Nature Trails
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Protecting Property
School Rules
School Supplies
School Zoo
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Weather Predictions
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A Step-By-Step Guide to Independent Study
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1201 Sixteenth Street, N.W.
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401 W. Irving Park Road
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110 Tremont Street
Boston, MA 02107

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Organizational Change Through Effective Leadership
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330 W. 42nd Street
New York, NY 10036

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Way Beyond the IQ
Synergetic Associates Ltd.
4623 261 Street
Great Neck, NY 11020

Hager, Donna L. et al.
Community Involvement for Classroom Teachers
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P.O. Box 5429
Charlottesville, Virginia 22903

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391 Ways To Explore Arts & Humanities Careers
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Washington, DC 20402

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Harmin, Merrill
What I've Learned About Values Education
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Midwest Publications
P.O. Box 129
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